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Many of the questions and suggestions are not artistically or pedagogically wise. At the risk of seeming captious or ungracious one would call attention to this exercise merely as an example. At the close of the selection from "The Pilot" (*Sixth Year Language Reader*, p. 348) there is this direction: "Notice throughout how the author makes us feel that the ship is almost a thing of life. Quote lines that give you this feeling." We all know that if the sixth grade is told to have a feeling it will get a feeling. Can't we imagine them scampering back to find those lines? Some of them, perhaps the most kindly hypnotic subjects, will find what the teacher hopes they will find; some will be "hot;" some barely "warm;" some straying around the cold edges of the game will find nothing.

The pursuit of synonyms becomes almost irritating, especially when everyone knows that there are many processes of enlarging and clarifying a child's vocabulary more trustworthy as to information, and more creative and literary as to results, than the study of the slippery synonym, if there be such a thing as a synonym. One is appalled to find such information as this (*Sixth Grade Language Reader*, p. 42): "In 'Kathleen' you accent every other syllable." What doctrine of English versification will permit this neat formula to stand? Will the editor who is responsible for that formula try to apply it to the last stanza of "Kathleen"?

Most of the material in these questions and suggestions should never be placed in the hands of the children, but should be given, if at all, in a manual to be used by the teacher.

But really, one turns constantly back to the books with the feeling that he has in them a large collection of charming things, and that if a school for reasons pedagogical or economical adopts the policy of teaching all the language arts and sciences as one discipline (though one must protest that no sound aesthetics will allow any school to sweep literature into this conglomerate), and if the books can be put into the hands of a free and original teacher who would know how to handle and when to ignore the teaching material, these are, because of the high quality of the selections and the wisdom with which they are graded, good books to use.

PORTER LANDER MACCLINTOCK

CHICAGO

Principles of Oral English. By ERASTUS PALMER and L. WALTER SAMMIS.
New York: The Macmillan Co., 1906. Pp. xii+222. \$0.60.

This book first emphasizes the importance of diaphragmatic breathing, and gives a few simple exercises for gaining control of the voice. The importance of distinct articulation is dwelt upon, and the student is advised to practice until the voluntary act becomes involuntary. Modulation is defined, and the human voice analyzed. Quality is pronounced the basic principle of vocal expression. The relation of the properties of voice to vocal expression is explained in such a way that the student may see how the correct reading of a sentence looks. This should be of particular service to him whose ear is not sufficiently true to enable him to hear with exactness the modulations of his own voice.

It is further explained that emphasis is any means by which the attention of an audience is so concentrated upon a word, a phrase, a clause, a sentence, or an entire speech, that an unusually strong impression is made upon the minds of the hearers. The student is cautioned not to perform an act so that it will merely divide the atten-

tion of the audience between the act and the utterance, since the object of the act is to direct attention to the utterance. By daily, careful, and intelligent practice the student is assured that he can improve, that every conscientious effort is certain to result in material progress.

Those who desire to read in accordance with formulated rules will find an abundance of precepts for their guidance. On p. 62, for example, we find the following: "The complex sentence is delivered with the emphatic sweeps up to and after the words upon which stress is placed, the bend at the pauses of imperfect sense, and the perfect fall at the end." Similarly, rules are given for the reading of all kinds of sentences.

About one hundred and thirty pages of the book consist of excerpts. These divide, for the most part, under two heads: "Difficult Sentences;" "Recitations and Declamations."

A typographical error appears on p. 30, in the speech of Othello. In the ninth line the word "by" should read "thy."

WILLIAM P. GORSUCH

UNIVERSITY OF CHICAGO

NOTES

PARTIAL PROGRAMME OF THE CENTRAL ASSOCIATION OF SCIENCE AND MATHEMATICS TEACHERS

The Association meets at the University of Chicago on Friday and Saturday, November 30 and December 1. Two sessions will be held jointly with the American Physical Society, which meets in Chicago on the above dates.

THURSDAY, NOVEMBER 29

8:00 P. M. Meeting of the Executive Committee at City Y. M. C. A. Building,
153 LaSalle Street.

FRIDAY, NOVEMBER 30

10:00 A. M. Meeting of the Association in Mandel Hall, University of Chicago.

Address of Welcome—Acting President Harry Pratt Judson.

Announcements.

General Business.

Address by Professor Lyman C. Newell, Boston University. Subject: "Profit and Loss in Experimental Chemistry."

Address by Professor William M. Davis, Harvard University. Subject: "The Value of Scientific Studies in the Cultivation of Various Mental Faculties."

12:30 P. M. Luncheon. *À la carte* luncheon may be obtained in Hutchinson Commons or at the Quadrangle Club. Ladies may have the advantages of Hutchinson Commons during the meeting. Also the Woman's Union of the University extends its courtesies to ladies in attendance. The privileges of the Reynolds Club are extended to the Association throughout the entire meeting.